

Concord Elementary

2701 Calrossie Road
Anderson, South Carolina 29621

Grades	K-5 Elementary School	
Enrollment	699 Students	
Principal	Beryl C. Barclay	864-260-5105
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	19	3	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes
2006	Excellent	Good	Yes

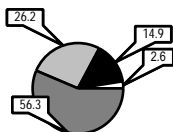
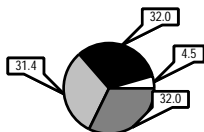
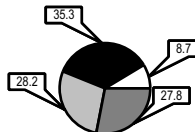
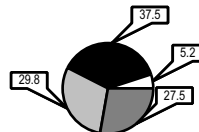
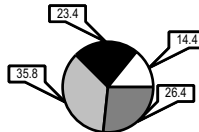
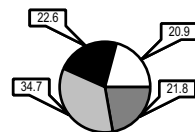
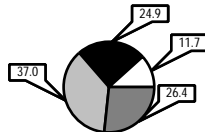
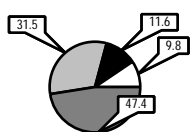
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	334	98.8	1.9	25.9	56.6	15.5	82.2	Yes	Yes
Gender									
Male	178	97.8	2.4	30.7	56.0	10.8	79.5	N/A	N/A
Female	156	100.0	1.4	20.3	57.3	21.0	85.3	N/A	N/A
Racial/Ethnic Group									
White	264	99.6	0.8	22.1	59.0	18.1	86.7	Yes	Yes
African American	50	96.0	7.0	46.5	41.9	4.7	58.1	Yes	Yes
Asian/Pacific Islander	12	100.0	0.0	25.0	66.7	8.3	91.7	I/S	I/S
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	286	99.7	1.1	22.3	59.6	17.0	85.7	N/A	N/A
Disabled	48	93.8	6.8	47.7	38.6	6.8	61.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	98.8	1.9	25.9	56.6	15.5	82.2	N/A	N/A
English Proficiency									
Limited English Proficient	13	92.3	10.0	40.0	50.0	0.0	70.0	I/S	I/S
Non-Limited English Proficient	321	99.1	1.7	25.4	56.9	16.1	82.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	83	96.4	7.1	44.3	42.9	5.7	61.4	Yes	Yes
Full-pay meals	251	99.6	0.4	20.5	60.7	18.4	88.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	334	98.8	4.2	31.4	32.0	32.4	77.0	Yes	Yes
Gender									
Male	178	99.4	4.8	25.0	30.4	39.9	82.1	N/A	N/A
Female	156	98.1	3.5	39.0	34.0	23.4	70.9	N/A	N/A
Racial/Ethnic Group									
White	264	99.2	2.4	25.0	37.1	35.5	83.1	Yes	Yes
African American	50	98.0	13.6	68.2	6.8	11.4	40.9	Yes	Yes
Asian/Pacific Islander	12	100.0	0.0	16.7	25.0	58.3	100.0	I/S	I/S
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	286	99.7	2.6	27.2	34.0	36.2	82.3	N/A	N/A
Disabled	48	93.8	13.6	56.8	20.5	9.1	45.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	98.8	4.2	31.4	32.0	32.4	77.0	N/A	N/A
English Proficiency									
Limited English Proficient	13	92.3	10.0	40.0	10.0	40.0	70.0	I/S	I/S
Non-Limited English Proficient	321	99.1	4.0	31.1	32.8	32.1	77.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	83	96.4	12.7	57.7	18.3	11.3	52.1	Yes	Yes
Full-pay meals	251	99.6	1.7	23.5	36.1	38.7	84.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	334	99.7	8.7	28.2	27.6	35.6	63.1
Gender							
Male	178	99.4	8.3	23.1	26.0	42.6	68.6
Female	156	100.0	9.1	34.3	29.4	27.3	56.6
Racial/Ethnic Group							
White	264	100.0	6.4	24.8	28.8	40.0	68.8
African American	50	100.0	20.0	51.1	20.0	8.9	28.9
Asian/Pacific Islander	12	100.0	0.0	8.3	33.3	58.3	91.7
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	286	99.7	5.3	24.9	30.6	39.2	69.8
Disabled	48	100.0	27.7	46.8	10.6	14.9	25.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	99.7	8.7	28.2	27.6	35.6	63.1
English Proficiency							
Limited English Proficient	13	92.3	20.0	20.0	30.0	30.0	60.0
Non-Limited English Proficient	321	100.0	8.3	28.5	27.5	35.8	63.2
Socio-Economic Status							
Subsidized meals	83	100.0	19.2	49.3	20.5	11.0	31.5
Full-pay meals	251	99.6	5.4	21.8	29.7	43.1	72.8

Social Studies							
All Students	334	99.7	5.1	29.8	27.2	37.8	65.1
Gender							
Male	178	99.4	7.1	26.0	23.1	43.8	66.9
Female	156	100.0	2.8	34.3	32.2	30.8	62.9
Racial/Ethnic Group							
White	264	100.0	3.2	26.8	28.4	41.6	70.0
African American	50	100.0	15.6	42.2	24.4	17.8	42.2
Asian/Pacific Islander	12	100.0	0.0	41.7	16.7	41.7	58.3
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	286	99.7	3.4	27.9	27.5	41.1	68.7
Disabled	48	100.0	14.9	40.4	25.5	19.1	44.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	99.7	5.1	29.8	27.2	37.8	65.1
English Proficiency							
Limited English Proficient	13	92.3	10.0	40.0	10.0	40.0	50.0
Non-Limited English Proficient	321	100.0	5.0	29.5	27.8	37.7	65.6
Socio-Economic Status							
Subsidized meals	83	100.0	16.4	45.2	26.0	12.3	38.4
Full-pay meals	251	99.6	1.7	25.1	27.6	45.6	73.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	118	100.0	1.8	13.4	62.5	22.3	84.8
	4	111	100.0	4.9	28.4	57.8	8.8	66.7
	5	140	100.0	3.2	36.8	52.0	8.0	60.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	96.9	1.1	12.2	53.3	33.3	86.7
	4	122	100.0	2.7	30.1	61.1	6.2	67.3
	5	114	99.1	1.9	33.0	54.7	10.4	65.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	118	100.0	0.9	42.9	40.2	16.1	56.3
	4	111	100.0	5.9	26.5	39.2	28.4	67.6
	5	140	100.0	6.4	36.8	24.8	32.0	56.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	2.2	23.9	40.2	33.7	73.9
	4	122	99.2	4.4	31.0	34.5	30.1	64.6
	5	114	97.4	5.8	38.5	22.1	33.7	55.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	118	100.0	10.7	32.1	37.5	19.6	57.1
	4	111	100.0	10.8	18.6	38.2	32.4	70.6
	5	140	100.0	9.6	29.6	12.8	48.0	60.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	99.0	10.9	30.4	30.4	28.3	58.7
	4	122	100.0	6.2	30.1	30.1	33.6	63.7
	5	114	100.0	9.3	24.3	22.4	43.9	66.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	118	100.0	0.0	23.2	33.0	43.8	76.8
	4	111	100.0	2.0	31.4	33.3	33.3	66.7
	5	140	100.0	7.2	31.2	23.2	38.4	61.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	99.0	2.2	12.0	39.1	46.7	85.9
	4	122	100.0	5.3	34.5	31.9	28.3	60.2
	5	114	100.0	7.5	40.2	12.1	40.2	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 699)				
First graders who attended full-day kindergarten	100.0%	No change	98.9%	100.0%
Retention rate	3.9%	Up from 2.9%	1.6%	2.8%
Attendance rate	96.9%	Down from 97.0%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 2.5%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Down from 1.6%	0.6%	0.0%
Eligible for gifted and talented	23.4%	Down from 27.3%	23.4%	10.4%
On academic plans	14.9%	N/AV	21.3%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	7.1%	Down from 9.5%	6.7%	7.5%
Older than usual for grade	1.4%	Up from 1.2%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 55)				
Teachers with advanced degrees	54.5%	Up from 50.9%	56.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.6%	2.4%
Teachers with emergency or provisional certificates	1.9%	Down from 3.6%	0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 86.3%	89.5%	87.3%
Teacher attendance rate	95.2%	No change	95.3%	94.9%
Average teacher salary	\$43,853	Down 0.6%	\$43,595	\$42,485
Prof. development days/teacher	10.6 days	Down from 11.5 days	11.7 days	13.3 days
School				
Principal's years at school	20.0	Up from 19.0	5.5	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.3 to 1	19.5 to 1	18.6 to 1
Prime instructional time	91.0%	Down from 91.1%	90.7%	89.7%
Dollars spent per pupil*	\$6,580	Up 8.2%	\$6,260	\$6,557
Percent of expenditures for teacher salaries*	64.4%	Down from 66.1%	65.5%	64.0%
Percent of expenditures for instruction*	68.4%		71.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2005-06, Concord Elementary School served approximately 700 students in grades kindergarten through five and one self-contained PMD classroom. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Math Club, Science Club, Robotics Club, Art Club, Running Club, choral music opportunities, reading incentive programs, computer-assisted instruction, and many service learning opportunities, such as Jump Rope for Heart, United Way, and Relay for Life. A number of reading incentive programs and the Studenttreasures program brought new energy to an already excellent language arts program. Students read 35,000 plus books in a program called Charging through Books.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district.

An active PTA boasts 46 years of 100% membership, a state record, and over 20,000 volunteer hours in 2005-06. Among the school's successes are a strong mentoring/tutoring program, a comprehensive school science fair, an annual school-wide service learning project involving the school's greenhouse, implementation of a school-wide writing program including a Writers' Guild and publishing center, continuation of character education programs, a wide variety of opportunities for teacher training in best practices, and completion of 37 years of SACS accreditation. Professional development has focused on establishing a community of learning among staff, and topics of primary interest have included writing instruction, strategies for raising the bar on student achievement, strengthening the balanced literacy model through guided reading, and Rigor and Relevance.

The school's constant challenge is to ensure that ALL students demonstrate competency in reading, writing, math, science, and social studies as well as problem-solving strategies, that they are regular in school attendance, and that they demonstrate the qualities to be responsible, respectful, contributing citizens.

Concord is known for its tradition of excellence, and in the last several years, the school has been recognized with the following awards: Palmetto's Finest Award, State Exemplary Writing Award, and Palmetto Gold (5 consecutive years). Concord is also a Flagship School of Promise and a Red Carpet School. Based on the 2005 PACT scores, Concord met AYP in all categories and was recognized for the second year by the state Education Oversight Committee for closing the achievement gap.

Concord teachers committed to incorporating best practices in their classrooms have been awarded grants in balanced literacy and technology over the past three years. Six community business partners provide support and services to the school.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is Continuing a Tradition of Excellence.

Kay H. McKee, Principal
Bonnie Emanuel, School Improvement Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	108	82
Percent satisfied with learning environment	94.5%	87.9%	85.2%
Percent satisfied with social and physical environment	96.3%	90.6%	90.1%
Percent satisfied with school-home relations	98.2%	97.2%	78.2%

*Only students at the highest elementary school grade level at this school and their parents were included.